Minutes Committee on Academic Affairs and Licensing May 2, 2013

Members Present

Dr. Bettie Rose Horne, Chair Admiral Charles Munns Mr. Kim Phillips

Members Absent

Ms. Natasha Hanna Ms. Leah Moody

Staff Present

Dr. Argentini Anderson Ms. Laura Belcher Ms. Renea Eshleman Ms. Lane Goodwin Dr. Paula Gregg Ms. Trena Houp Dr. Richard Sutton Dr. Karen Woodfaulk

Guests

Dr. Robert Barrett, Lander University

Dr. Abel Bartley, Clemson University

Ms. Mary Ann Byrnes, U.S.C. Columbia

Dr. Stan Compton, Tri-County Technical College

Dr. Musa Danjaji, S.C. State University

Dr. Harry Davakos, The Citadel

Ms. Latha Dickey, Centura College

Dr. W. Franklin Evans, S.C. State University

Dr. Kris Finnigan, U.S.C. Columbia

Dr. Gemma Frock, Aiken Technical College

Dr. Paul Gayes, Coastal Carolina University

Dr. Gwen Geidel, U.S.C. Columbia

Dr. Katharine M. Gibb, USC Upstate

Mr. Charles Gibbons, Miller-Motte Technical College

Dr. Rick Goodstein, Clemson University

Mr. Reginal Greene, Southeastern Institute

Mr. Asher Haines, Southeastern Institute

Dr. Doris Helms, Clemson University

Dr. Mary Ann Fitzpatrick, U.S.C. Columbia

Dr. Charles Harrington, U.S.C. Upstate

Mr. Barry Hill, Centura College

Dr. George Hynd, College of Charleston

Dr. Stanley Ihekweaza, S.C. State University

Dr. Debra Jackson, Clemson University

Dr. Karyn Ogata Jones, Clemson University

Ms. Glenda LaRue, The Citadel

Dr. Theresa Lawson, Lander University

Dr. Lok Lew Yan Voon, The Citadel

Mr. Shawn Livingston, Trident Technical College

Dr. Learie Luke, S.C. State University

Dr. Jim Luken, Coastal Carolina University

Dr. Bill Maker, Clemson University

Dr. David Mash, Lander University

Ms. Shannon McGurk, Centura College

Ms. Beth McInnis, Clemson University

Dr. Bob McNamara, The Citadel

Dr. Andrea Merisotis, Miller-Motte Technical

College

Mr. Tom Nelson, Lander University

Mr. John Norris, Tri-County Technical College

Dr. Kenneth Okafor, S.C. State University

Dr. Diane Perpich, Clemson University

Dr. Elizabeth Regan, U.S.C. Columbia

Dr. Michael Roberts, Coastal Carolina University

Dr. Robert Sheehan, Coastal Carolina University

Dr. Robbie South, Lander University

Dr. Charles Stowe, Lander University

Dr. Alice Taylor-Colbert, Lander University

Dr. Stephen Thompson, U.S.C. Columbia

Mr. John Ungaro, Trident Technical College

Dr. Meredith Uttley, Lander University

Dr. Ben White, Clemson University

1. Introductions

Admiral Munns called the meeting to order at 1:06 p.m. and stated that the meeting was being held in compliance with the Freedom of Information Act. He explained that because of Dr. Horne's role as acting Chairperson of the S.C. Commission on Higher Education, she is not able to serve as the Chairperson of the Committee on Academic Affairs and Licensing. He continued by stating that Ms. Hanna, the Committee's vice-chair, was unable to attend the meeting and that, as a result, he was asked to serve as the Chair for the meeting. He noted that Dr. Horne was attending and participating in the meeting as a Committee member.

2. Consideration of Minutes of December 6, 2012

Admiral Munns requested a motion to accept the Minutes of the December 6, 2012, meeting as distributed. The motion was <u>moved</u> (Horne) and <u>seconded</u> (Phillips), and the Committee **voted unanimously to accept the Minutes as distributed.**

3. Consideration of New Program Proposals

Admiral Munns provided an explanation of the new analysis process for reviewing and recommending new program proposals. He stated that CHE staff eliminated the multi-page staff analysis/write-up in lieu of a concise two-page executive summary which shows the stages of analysis and the revisions of the program proposal through the approval process. He explained that information formerly included in the long summary is either provided in the full program proposal or in the executive summary.

Dr. Horne commended the new analysis process and the materials provided to Committee members to aid their decision-making. Ms. Eshleman acknowledged the staff members for this change. She expounded on the new process by stating that CHE staff carefully reviews the full proposals submitted by institutions, then asks for and receives clarifications and additional information from institutions to better address questions proffered by Commissioners.

Admiral Munns posed a question which concerns all the proposals submitted. He asked why the phrase "provided that no additional 'unique cost' or other special state funding be required or requested" is included in each recommendation. He further clarified his concern by stating that he does not think additional costs should be restricted by the Commission and that the Commission's role is to judge the academic quality of the programs. Ms. Eshleman responded by saying the phrase serves as a reminder to the institution. Dr. Horne responded that the statement is placed in the official historical record to protect the Commission in case of legal proceedings regarding extra funding. Committee members agreed to discuss different language which might be used in the future to more accurately reflect the intentions of the Commission in its approval process.

a. Aiken Technical College, A.A.S., Nuclear Quality Systems

Admiral Munns introduced the item and it was <u>moved</u> (Horne) and <u>seconded</u> (Phillips) to accept the staff's recommendation for approval. He explained that he sought advice as to whether he should recuse himself from this specific consideration given that he is a member of the Aiken Technical College Board. He stated that it was decided that a recusal was not necessary. Admiral Munns then expressed support for the program. Mr. Phillips expressed his support as well.

Dr. Horne stated that it was a timely program and then asked about the phrase used in reference to enrollment and attrition in the proposal: "Possible causes of attrition include a combination of issues including lack of student preparedness, personal issues, and rigor of material." She referred to the phrase being used in two other technical college system proposals as well. She requested that more information be garnered from the S.C. Technical College System on this potential systemic issue. Ms. Eshleman agreed to contact the System.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to an Associate in Applied Science degree in Nuclear Quality Systems at Aiken Technical College, to be implemented in Fall 2013, provided that no "unique cost" or other special state funding be required or requested.

b. The Citadel, M.A., Sport Management

Admiral Munns introduced the item, and it was <u>moved</u> (Horne) and <u>seconded</u> (Phillips) to accept the staff's recommendation for approval. Dr. Horne expressed concern in regards to the justification of the program presented in the proposal. She specifically referred to the list of Charleston events on page six and asked how these events highlight the need for the program or how graduates of this program might find employment through these events. Dr. Lew Yan Voon responded that three graduates of The Citadel's certificate program in Sport Management have found employment through the organizations that sponsor and produce various Charleston events. He also referred to the large increase of events occurring in the last few years which provides more opportunities for employment.

Dr. Horne asked whether The Citadel has been in discussion with the sponsoring organizations of these events. Dr. Lew Yan Voon answered affirmatively. Dr. Horne suggested that The Citadel strengthen its proposal by providing information regarding student/graduate placement with sponsoring organizations of local events.

Without further discussion, the Committee <u>voted unanimously to commend</u> <u>favorably</u> to the Commission the program leading to a Master of Arts degree in Sport Management at The Citadel, to be implemented in Fall 2013, provided that no "unique cost" or other special state funding be required or requested.

c. The Citadel, M.Ed., Interdisciplinary STEM Education

Admiral Munns introduced the item and recognized Dr. McNamara. It was <u>moved</u> (Horne) and <u>seconded</u> (Phillips) to accept the staff's recommendation for approval. Dr. McNamara introduced Ms. LaRue as The Citadel's STEM Center of Excellence Director. Admiral Munns referred to questions he submitted to the institution prior to the meeting. He asked that the questions and the institution's responses be included in the meeting minutes. [Please see page 1 of Attachment A.]

Dr. Horne expressed support for the program. She then asked The Citadel to provide local and state statistics in addition to the national statistics found on pages six and seven of the proposal packet.

Admiral Munns asked whether the nuclear sciences will be included in the curriculum. Ms. LaRue responded that The Citadel plans to address the local and state priorities, including the nuclear sciences field, through a course entitled "Foundations in STEM Education." She stated that through this course, students would be presented with workforce needs which include the nuclear sciences.

Without further discussion, the Committee <u>voted unanimously to commend</u> <u>favorably</u> to the Commission the program leading to the Master of Education degree in Interdisciplinary STEM Education at The Citadel, to be implemented in January 2014, provided that no "unique cost" or other special state funding be required or requested.

d. Clemson University, B.A., Pan-African Studies

Admiral Munns introduced the item and recognized Dr. Helms. It was **moved** (Horne) and **seconded** (Phillips) to accept the staff's recommendation for approval. Admiral Munns referred to questions he submitted to the institution prior to the meeting. He asked that the questions and the institution's responses be included in the meeting minutes. [Please see <u>page 2</u> of Attachment A.]

Dr. Horne stated that she was impressed with the assessment portion of the proposal, including both student learning and program outcomes. She then expressed concern about the projected low enrollment numbers. Dr. Helms responded that Clemson has recognized student interest in this area for approximately 10 years and with increasing diversity at Clemson, more interest has been expressed. She then stated that the numbers in the proposal will most likely prove to be an underestimate for actual enrollment figures.

Dr. Horne asked about job opportunities. Dr. Bartley provided examples of employment achieved by students at Clemson who have minored in the field. He then explained that business expansion in Africa as well as a global focus in the business world will continue to produce student interest and job opportunities.

Without further discussion, the Committee <u>voted unanimously to commend</u> <u>favorably</u> to the Commission the program leading to the Bachelor of Arts degree in Pan-African Studies at Clemson University to be implemented in Fall 2013, provided that no "unique cost" or other special state funding be required or requested.

e. Clemson University, B.A., Religious Studies

Admiral Munns introduced the item and recognized Dr. Helms. It was <u>moved</u> (Horne) and <u>seconded</u> (Phillips) to accept the staff's recommendation for approval. Admiral Munns referred to questions he submitted to the institution prior to the meeting. He asked that the questions and the institution's responses be included in the meeting minutes. [Please see <u>page 7 of Attachment A.</u>] Dr. Helms explained that this degree program will have a global perspective, broadening study beyond the Judeo-Christian tradition.

Without further discussion, the Committee <u>voted unanimously to commend</u> <u>favorably</u> to the Commission the program leading to the Bachelor of Arts degree in Religious Studies at Clemson University, to be implemented in Fall 2013, provided that no additional "unique cost" or other special state funding be required or requested.

f. Clemson University, B.A., Sports Communication

Admiral Munns introduced the item and recognized Dr. Helms. It was **moved** (Horne) and **seconded** (Phillips) to accept the staff's recommendation for approval. Admiral Munns referred to questions he submitted to the institution prior to the meeting. He asked that the questions and the institution's responses be included in the meeting minutes. [Please see <u>page 8 of Attachment A.</u>] Dr. Helms mentioned social media as playing a strong role in sports communications and therefore this degree program.

Without further discussion, the Committee <u>voted unanimously to commend</u> <u>favorably</u> to the Commission the program leading to the Bachelor of Arts degree in Sports Communication at Clemson University, to be implemented in Fall 2013, provided that no additional "unique cost" or other special state funding be required or requested.

g. Clemson University, B.A., Women's Leadership

Admiral Munns introduced the item and recognized Dr. Helms. It was **moved** (Horne) and **seconded** (Phillips) to accept the staff's recommendation for approval. Admiral Munns referred to questions he submitted to the institution prior to the meeting. He asked that the questions and the institution's responses be included in the meeting minutes. [Please see page 9 of Attachment A.] Dr. Horne expressed her support for the degree program and then referred to the statement in the last paragraph on page five of the proposal packet about limited data on tracking employment for graduates of women's or gender studies degree programs. She suggested that Clemson be the institution which begins to track this data in order to provide national and state information in this field.

Without further discussion, the Committee <u>voted unanimously to commend</u> <u>favorably</u> to the Commission the program leading to the Bachelor of Arts degree in Women's Studies at Clemson University, to be implemented in Fall 2013, provided that no additional "unique cost" or other special state funding be required or requested.

h. Coastal Carolina University, Ph.D., Marine Science

Admiral Munns introduced the item and recognized Dr. Sheehan. It was <u>moved</u> (Horne) and <u>seconded</u> (Phillips) to accept the staff's recommendation for approval. Admiral Munns referred to questions he submitted to the institution prior to the meeting. He asked that the questions and the institution's responses be included in the meeting minutes. [Please see <u>page 12 of Attachment A.</u>] Dr. Horne asked about the assessment of the program outcomes. Dr. Sheehan responded that each program at the University is assessed annually.

Dr. Horne stated that there was no letter of support or memorandum of understanding from the University of South Carolina (USC) included in the Appendix along with the letters and statements of support from other institutions. Dr. Sheehan responded that Coastal had not requested a letter nor Memorandum of Understanding from USC. He explained that a USC representative participated in the March 21st Advisory Committee on Academic Programs (ACAP) meeting and voted to approve the degree program. He stated that even though USC and Coastal have not entered into an agreement of understanding, he fully anticipates continued collaboration between the two universities in this field. Dr. Horne then suggested that Coastal include in its proposal a statement regarding the ACAP vote in order to clarify that USC's concerns had been addressed.

Dr. Horne expressed her concern over faculty and then asked whether faculty members in this program have direct experience in teaching doctorate-level students. Dr. Sheehan introduced Dr. Gayes to address the question. Dr. Gayes responded that Coastal has a long history of faculty members in this field having grants that support candidates in Ph.D. programs through their dissertations and projects. He commented that recent faculty members have had experience at previous institutions in teaching doctoral level students. Dr. Sheehan then stated that two additional hires have experience working with doctoral students.

Without further discussion, the Committee <u>voted unanimously to commend</u> <u>favorably</u> to the Commission the program leading to the Doctor of Philosophy degree in Marine Science at Coastal Carolina University, to be implemented in Fall 2013, provided that no additional "unique cost" or other special state funding be required or requested.

i. Lander University, B.A./B.S., Interdisciplinary Studies

Admiral Munns introduced the item and recognized Dr. Mash. It was **moved** (Horne) and **seconded** (Phillips) to accept the staff's recommendation for approval. Admiral Munns referred to questions he submitted to the institution prior to the meeting. He then asked that the questions and the institution's responses be included in the meeting minutes. [Please see <u>page 20 of Attachment A.</u>] Dr. Taylor-Colbert explained that this degree program allows Lander to be more innovative. Admiral Munns acknowledged that Lander has offered this degree in the past but that the new proposed program has been revised to garner success. Mr. Phillips expressed his support for the program.

Dr. Horne asked for more information about the IDS Introduction class in the curriculum. Dr. Taylor-Colbert answered that the class will help students learn how to integrate knowledge from diverse disciplines. Dr. Horne asked how Lander intends to assess program outcomes for this degree program. Dr. Taylor-Colbert answered that Lander assigns program assessment to academic departments in which programs are housed. She then explained that

the advisory council and program director for this degree will design and implement the program and student assessments. She stated that the assessments will mainly involve samples of the students' work presented as a portfolio to the council.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to the Bachelor of Arts and Bachelor of Science degrees in Interdisciplinary Studies at Lander University, to be implemented in Fall 2013, provided that no additional "unique cost" or other special state funding be required or requested.

j. Lander University, M.S., Emergency Management

Admiral Munns introduced the item and recognized Dr. Mash. It was **moved** (Horne) and **seconded** (Phillips) to accept the staff's recommendation for approval. Dr. Mash introduced Dr. Stowe and Dr. Uttley. Admiral Munns referred to questions he submitted to the institution prior to the meeting. He then asked that the questions and the institution's responses be included in the meeting minutes. [Please see <u>page 24 of Attachment A.</u>] Admiral Munns asked that Lander revise its proposal by including its answers to the questions regarding Admission Criteria.

Dr. Horne referred to the statement on page 14 of the proposal packet which reads: "Adjunct faculty will teach not more than 50% of the courses." She then asked what resources will be provided for the adjunct faculty since it is an online degree program. She also asked how Lander will determine an adjunct professor's credentials. Dr. Stowe answered that Lander has good experience working with adjunct faculty as demonstrated through its online degree completion program of Criminal Justice Management. He explained that through some revisions in that program, Lander determined the need for better training for adjunct faculty. He stated that the training nowprovides information on many subjects, including the mechanics of using the program delivery system. Dr. Stowe explained that Lander representatives continue to attend conferences and seminars offered within the Emergency Management field and have been successful in recruiting experts to serve as adjunct professors. Dr. Horne asked whether these individuals plan to move to the area. Dr. Stowe answered that they will not move because it is possible for them to teach online from a distant location.

Admiral Munns asked whether Lander will differentiate between in-state, out-of-state, and out-of-country students. Dr. Stowe responded that students will be differentiated between in-state and out-of-state in regards to tuition. Dr. Uttley then stated that Lander intends to market primarily to students in-state.

Dr. Horne asked about the potential for students enrolling in this program who might use infrastructure information to commit acts of terrorism. Admiral Munns asked whether the program's admissions criteria include being a United States citizen. Dr. Stowe answered that it does not. Dr. Uttley explained that FEMA conducts background checks on any of its Institute of Higher Education conference international participants. Dr. Stowe thanked the Committee for raising this issue. He continued by stating that Lander will continue to work with its partners to address this issue. Dr. Uttley stated that Lander could use the FEMA process for this program.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to the Master of Science degree in Emergency Management at Lander University, to be implemented in Fall 2013, provided that no additional "unique cost" or other special state funding be required or requested.

k. Lander University, M.S.N., Clinical Nurse Leader

Admiral Munns introduced the item and recognized Dr. Mash. It was <u>moved</u> (Horne) and <u>seconded</u> (Phillips) to accept the staff's recommendation for approval. Dr. Mash introduced Dr. South and Dr. Lawson. Admiral Munns referred to questions he submitted to the institution prior to the meeting. He then asked that the questions and the institution's responses be included in the meeting minutes. [Please see <u>page 26 of Attachment A.</u>] Building from Lander's and USC Upstate's responses to his questions regarding collaboration on their similar proposed programs, Admiral Munns asked for more discussion. He expressed concern about the lack of commitment to collaborate and stressed the importance of collaboration as it relates to the use of state and institutional funds. Dr. South reiterated Lander's willingness to collaborate. Dr. Horne agreed with Admiral Munns and stated that the proposal would be stronger if Lander could include a positive statement in regards to collaboration.

Dr. Horne asked about students seeking certification and expressed concern that only 70% of students are expected to earn certification. Dr. Lawson clarified that not all students will seek certification. She reiterated that Lander believes 70% of the students will seek it and Lander anticipates all who take the exam will pass. Dr. Lawson added that certification will not be necessary for employment in certain job positions.

Without further discussion, the Committee <u>voted unanimously to commend</u> <u>favorably</u> to the Commission the program leading to the Master of Science in Nursing degree in Clinical Nurse Leader at Lander University, to be implemented in Spring 2014, provided that no additional "unique cost" or other special state funding be required or requested.

1. South Carolina State University, M.S., Energy and Environmental Science

Admiral Munns introduced the item and recognized Dr. Evans. It was **moved** (Horne) and **seconded** (Phillips) to accept the staff's recommendation for approval. Dr. Evans introduced Dr. Luke and Dr. Ihekweaza. Mr. Phillips expressed his support for the degree program. Dr. Horne referred to a paragraph on page six of the proposal packet regarding job opportunities. She then asked for the University to provide more concrete data to justify the need for the program.

Without further discussion, the Committee <u>voted unanimously to commend</u> <u>favorably</u> to the Commission the program leading to the Master of Science degree in Energy and Environment Science at South Carolina State University, to be implemented in Fall 2013, provided that no additional "unique cost" or other special state funding be required or requested.

m. Tri-County Technical College, A.A.S., Computer Numerical Control (CNC) Programming and Operations

Admiral Munns introduced the item and recognized Dr. Compton. It was **moved** (Horne) and **seconded** (Phillips) to accept the staff's recommendation for approval. Dr. Compton introduced Mr. Norris. Admiral Munns referred to questions he submitted to the institution prior to the meeting. He then asked that the questions and the institution's responses be included in the meeting minutes. [Please see <u>page 28 of Attachment A.</u>] Dr. Horne asked for clarification regarding attrition rates. Dr. Compton responded that the estimated total overall attrition rate is 25%. He explained that this rate is based on an antiquated program which this proposed program will eventually replace. He stated that, based on the demand for this program and the anticipated success, that attrition rates should be lower than the rate projected. Dr. Horne and Admiral Munns asked that Tri-County include a paragraph in the proposal with an explanation regarding attrition rates.

Without further discussion, the Committee <u>voted unanimously to commend</u> <u>favorably</u> to the Commission the program leading to the Associate in Applied Science degree in Computer Numerical Control Programming and Operations at Tri-County Technical College, to be implemented in Fall 2013, provided that no additional "unique cost" or other special state funding be required or requested.

n. Trident Technical College, A.A.S., Homeland Security Management

Admiral Munns introduced the item and recognized Mr. Livingston. It was **moved** (Horne) and **seconded** (Phillips) to accept the staff's recommendation for approval. Mr. Livingston introduced Mr. Ungaro. Admiral Munns referred to questions he submitted to the institution prior to the meeting. He then asked that the questions and the institution's responses be included in the meeting minutes. [Please see <u>page 29 of Attachment A.</u>] Dr. Horne asked about possible collaboration with The Citadel. Mr. Livingston responded that the College is already discussing collaboration with representatives from The Citadel. Dr. Horne encouraged the College to include the information in its proposal. Mr. Livingston explained that the degree program was initiated when the Transportation Safety Administration approached the College about a possible degree program.

Without further discussion, the Committee <u>voted unanimously to commend</u> <u>favorably</u> to the Commission the program leading to the Associate in Applied Science degree in Homeland Security Management at Trident Technical College, to be implemented in Fall 2013, provided that no additional "unique cost" or other special state funding be required or requested.

o. University of South Carolina Columbia, B.A., Environmental Studies

Admiral Munns introduced the item and recognized Dr. Finnigan. It was <u>moved</u> (Horne) and <u>seconded</u> (Phillips) to accept the staff's recommendation for approval. Dr. Finnigan introduced Deans Fitzpatrick and Byrnes and Dr. Geidel. Mr. Phillips expressed his support for the degree program.

Dr. Horne suggested that the assessment section be strengthened. She commented that the student learning outcomes section is vague. Dean Byrnes responded that the University

could strengthen that section and added that the student learning outcomes are included in a different section of the proposal packet on page 10.

Dr. Horne asked whether the statistic found on page six translates to the state:

"The National Council of Environmental Deans and Directors (CEDD), of which the University of South Carolina is a member, conducted a survey of its 116 four-year institutions, and the results indicated that approximately 50% of all students who are environmental majors at CEDD institutions entered from community colleges."

Dean Byrnes responded that she did not know if the percentage translated directly to South Carolina, but that the University receives a large percentage of transfers from the technical colleges.

Without further discussion, the Committee <u>voted unanimously to commend</u> <u>favorably</u> to the Commission the program leading to the Bachelor of Arts degree in Environmental Studies at the University of South Carolina Columbia, to be implemented in Fall 2013, provided that no additional "unique cost" or other special state funding be required or requested.

p. University of South Carolina Columbia, B.S., Integrated Information Technology

Admiral Munns introduced the item and recognized Dr. Finnigan. It was **moved** (Horne) and **seconded** (Phillips) to accept the staff's recommendation for approval. Dr. Finnigan introduced Dr. Regan. Dr. Horne asked about the evolution of the program from Secretarial Science to Integrated Information Technology. Dr. Regan briefly explained that the evolution of the program involves the changing of technology used by office employees, from typewriters to complex computer systems.

Dr. Horne asked about the program assessment outcomes. Dr. Regan explained that an assessment section is included in section nine on page 16 of the proposal packet. Dr. Finnigan described the program assessment required for all programs at the University.

Without further discussion, the Committee <u>voted unanimously to commend</u> <u>favorably</u> to the Commission the program leading to the Bachelor of Science degree in Integrated Information Technology at the University of South Carolina Columbia, to be implemented in Fall 2013, provided that no additional "unique cost" or other special state funding be required or requested.

q. University of South Carolina Upstate, M.S.N., Clinical Nurse Leader

Admiral Munns introduced the item and recognized Dr. Harrington. It was **moved** (Horne) and **seconded** (Phillips) to accept the staff's recommendation for approval. Admiral Munns referred to questions he submitted to the institution prior to the meeting. He then asked that the questions and the institution's responses be included in the meeting minutes. [Please see <u>page 30 of Attachment A.</u>] Admiral Munns reiterated his suggestion for collaboration between Lander and USC Upstate as it relates to their similar programs. Dr. Harrington explained that many types of collaboration exist but some involve third parties which have to be considered. He stated that in particular for this degree, USC Upstate does not have authority

over the clinical sites and therefore cannot demand the sites to collaborate with another university. Dr. Gibb explained that hospitals decide with which institutions they want to partner in relationship to clinical sites for degree programs. Admiral Munns suggested that collaborative programs which request clinical site slots from hospitals might be received more positively due to one request (rather than multiple ones), a standard format of request, and a standard form of instruction.

Dr. Horne commented that Admiral Munns as chair of the Committee has suggested collaboration multiple times during the discussion and has continued to receive pushback. Dr. Horne continued by stating that the discussion regarding limited clinical site slots at hospitals for nursing programs might need to be raised at another government agency such as the Department of Health and Environmental Control. Dr. Gibb mentioned that the S.C. Hospital Association might be the best organization to approach regarding this issue.

Dr. Horne also suggested that language in the proposal which indicates that this proposed degree is unique in the state be changed since it is no longer unique given the program proposed by Lander.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to the Master of Science in Nursing degree in Clinical Nurse Leader at the University of South Carolina Upstate, to be implemented in Fall 2014, provided that no additional "unique cost" or other special state funding be required or requested.

4. Consideration of Amendments to Existing License to Add New Programs

a. Miller-Motte Technical College, Conway, SC, A.A.S., Business Administration with emphasis in Hospitality Management

Admiral Munns introduced the item and recognized Mr. Gibbons and Dr. Merisotis. It was **moved** (Phillips) and **seconded** (Horne) to accept the staff's recommendation for approval. Admiral Munns referred to questions he submitted to the institution prior to the meeting. He then asked that the questions and the institution's responses be included in the meeting minutes. [Please see <u>page 31 of Attachment A.</u>] Mr. Phillips asked for more information about the high costs of the program as compared to the cost of a public technical college in South Carolina. Mr. Gibbons responded that Miller-Motte is a career college which focuses exclusively on technical skills. He continued that the College offers smaller classes, gives more individual attention to students, and offers externships which potentially lead to employment.

Mr. Phillips asked whether Horry-Georgetown Technical College (the technical college closest in distance to Miller-Motte in Conway) offers externships. Ms. Eshleman responded that she did not know. Admiral Munns recognized the absence of a representative from Horry-Georgetown Technical College (HGTC) in the meeting. He then stated for the record that a comment from HGTC was requested and not provided due to representative absence. Admiral Munns asked that Dr. Rivers be informed of the discussion.

Mr. Phillips asked for clarification for the cost of the program being \$27,000 as compared to the cost of a similar program at HGTC being \$3,400 (in-state) to \$5,000 (out-of-

state). The Committee and CHE staff confirmed the cost of the program. Mr. Phillips expressed concern about the high costs and stated that the added benefits Miller-Motte offers does not justify the added cost as compared to the similar program at HGTC.

Mr. Phillips asked about the job opportunities graduates can expect to garner. Dr. Merisotis answered that the variety of job opportunities includes those in the entertainment, hotel, restaurant, retail, and sports fields. Mr. Phillips asked whether employers are more likely to hire Miller-Motte graduates as compared to HGTC graduates. Dr. Merisotis responded it was unknown since the program has not started, but that in other fields such as medical assisting and massage therapy, employers hire Miller-Motte graduates due to the strong relationship established between Miller-Motte and the community.

Admiral Munns asked about the source of funding that most students use to pay for a program at MillerMotte. Mr. Gibbons answered that 90% of the students receive federal financial aid. Admiral Munns asked about the length of time it takes for the average student to pay off federal loans. Mr. Gibbons answered that it usually takes five to ten years. Admiral Munns asked why Miller-Motte only accepts 25 % of students who show interest in the college. Mr. Gibbons answered that reasons include unmet admissions criteria, background check issues, and financial issues. Admiral Munns expressed appreciation for Miller-Motte's low default rate.

Dr. Horne asked about the percentage of overall budget that Miller-Motte directs toward public relations and marketing. Mr. Gibbons answered that he did not know and that those decisions are made on the corporate level. In reference to the local recruiting effort, Mr. Gibbons stated that 44% of the most recent enrollees were attracted to the college because of referrals and school reputation.

Dr. Horne asked whether the institution offers the program in another location. Dr. Merisotis responded that it offers this program in Hazelton, Pennsylvania. Dr. Horne asked about the expected salary of a program graduate. Dr. Merisotis explained that the average entry level annual salary would be \$27,000-\$36,000. Dr. Horne asked about the average age of a student in the program in Pennsylvania. Dr. Merisotis answered that the average student age at the Conway campus is 29, but that she did not know the average age at the Hazelton campus.

Dr. Horne asked about the institution's graduation and placement rates. Mr. Gibbons answered that the College's goal is 80% but that currently the graduation rate for all programs is 72%. He explained that the retention rate is 76% and Dr. Merisotis stated that the placement rate goal is 80%.

Admiral Munns asked what the institution is required to provide on its website regarding costs of the program. Ms. Eshleman responded that the U.S. Department of Education requires institutions to disclose costs of the program on the website. She explained that it is the students' responsibility to investigate other options for their education.

Without further discussion, the Committee <u>voted to commend favorably with a</u> <u>vote of two to one</u> (Admiral Munns and Dr. Horne voted to commend favorably while Mr. Phillips voted to not commend) to the Commission an amendment to the existing license of Miller-Motte Technical College in Conway, SC, to offer a program leading to the Associate of Applied Science degree in Business Administration with a concentration in Hospitality Management, to be implemented in July 2013.

b. Centura College, Charleston, SC, A.O.S., Medical Assistant with concentrations in Clinical Support, Health Information Technology, and Management

Admiral Munns introduced the item and recognized Ms. McGurk, Mr. Hill, and Ms. Dickey. It was **moved** (Phillips) and **seconded** (Horne) to accept the staff's recommendation for approval. Admiral Munns referred to questions he submitted to the institution prior to the meeting. He then asked that the questions and the institution's responses be included in the meeting minutes. [Please see <u>page 33 of Attachment A.</u>] Admiral Munns mentioned that Centura's proposal could be strengthened if the language from the answers is used to revise the proposal. Admiral Munns expressed concern over whether potential students are able to make an informed choice about their education and asked how Centura helps the students compare their programs with the state's public colleges and universities.

Ms. McGurk explained the unique aspects of the Centura College experience including offering very special individual attention to students, having a foundation of being student-oriented and student advocacy, and having a focus on individual learning and graduate placement. She also commented on one of Centura's initial courses centered on financial literacy that helps students become informed about financial risk and consequence. Ms. McGurk added that the average student is between 25 and 40 years old.

Ms. McGurk explained that since Centura is not state-funded, it must earn all its funds through tuition. She added that a more accurate comparison would be between Centura's costs and the costs for an out-of-state student to enroll in a public institution. Ms. McGurk and Mr. Hill compared Centura's cost per credit hour with Midlands Technical College's cost per credit hour for a comparable degree for an out-of-state student and discovered that Centura's cost per credit hour was only \$78 more. Dr. Horne asked Ms. Eshleman to verify that information with Midlands Technical College. Ms. Dickey added to the discussion by proposing that less time constraints to obtain a degree might be another reason a student would choose Centura over a public school.

Without further discussion, the Committee <u>voted to commend favorably with a vote of two to one</u> (Admiral Munns and Dr. Horne voted to commend favorably while Mr. Phillips voted to not commend) to the Commission an amendment to the existing license of Centura College in Columbia, SC, to offer a program leading to the Associate of Occupational Science degree in Medical Assisting with concentrations in Clinical Support, Health Information Technology, and Management, to be implemented in Fall 2013.

5. Consideration of Operating Budget for SmartState, S.C. Centers of Economic Excellence, FY 2013-2014

Admiral Munns introduced the item and it was **moved** (Horne) and **seconded** (Phillips) to accept the staff's recommendation for approval. Dr. Horne asked whether the salary line item of the budget will be adjusted due to Mr. Bjorn's resignation. Ms. Eshleman explained that Mr. Bjorn's job responsibilities will be re-distributed to other staff at least temporarily and if the decision is made permanent, the budget may be decreased. She also stated that Dr. Sutton, as the new CHE Executive Director, is still learning more about the program in order to make informed decisions about its staffing needs for the future.

Without further discussion, the Committee <u>voted unanimously to commend</u> <u>favorably</u> to the Commission the operating budget for SmartState, S.C. Centers of Economic Excellence, FY 2013-2014.

6. Consideration of Continuing Federal *Improving Teacher Quality* Competitive Grants Awards, FY 2013-14

Admiral Munns introduced the item and it was <u>moved</u> (Horne) and <u>seconded</u> (Phillips) to accept the staff's recommendation for approval. Dr. Gregg explained that decisions are still being made as to the continuation of federal funds for this program. Because of the possibility that the project may not be funded in the future, Dr. Gregg stated that the External Review Committee decided to only approve continuing grant awards rather than approve any new awards. Dr. Gregg added that all existing projects were approved for continued funding except for one. She then introduced Dr. Thompson, director of one ITQ project and he described the work of his project as enhancing science instruction.

Without further discussion, the Committee <u>voted unanimously to commend</u> <u>favorably</u> to the Commission the continuing Federal *Improving Teacher Quality* Competitive Grants Awards, FY 2013-14.

7. Consideration of New and Continuing EIA Centers of (Teacher Education) Excellence Competitive Grants Awards, FY 2013-14

Admiral Munns introduced the item and it was <u>moved</u> (Phillips) and <u>seconded</u> (Horne) to accept the staff's recommendation for approval. Dr. Gregg briefly described the program and explained that this year's new grant award will focus on helping teachers understand more fully how to use computer technology in their instruction. She then introduced Ms. LaRue, director of The Citadel's continuing grant award, and she explained that her project centers on STEM education.

Without further discussion, the Committee <u>voted unanimously to commend</u> <u>favorably</u> to the Commission the new and continuing *EIA Centers of (Teacher Education) Excellence* Competitive Grants Awards, FY 2013-14.

8. Consideration of Revised Guidelines for Federal *Improving Teacher Quality* Competitive Grants Program, FY 2014-2015

Admiral Munns introduced the item and it was <u>moved</u> (Horne) and <u>seconded</u> (Phillips) to accept the staff's recommendation for approval. Ms. Eshleman explained that the Guidelines have been revised to reflect appropriate dates.

Without further discussion, the Committee <u>voted unanimously to commend</u> <u>favorably</u> to the Commission the revised Guidelines for the Federal *Improving Teacher Quality* Competitive Grants Program, FY 2014-2015.

9. Consideration of Revised Guidelines for *EIA Centers of (Teacher Education) Excellence* Competitive Grants Program, FY 2014-2015

Admiral Munns introduced the item and it was **moved** (Horne) and **seconded** (Phillips) to accept the staff's recommendation for approval. Ms. Eshleman explained that the Guidelines have been revised to reflect appropriate dates.

Without further discussion, the Committee <u>voted unanimously to commend</u> <u>favorably</u> to the Commission the revised Guidelines for the *EIA Centers of (Teacher Education) Excellence* Competitive Grants Program, FY 2014-2015.

10. Presentation of Report on Program Modifications, December to March, 2013

Admiral Munns presented the report for information only.

Admiral Munns thanked those in attendance for their participation and staff for their work. Hearing no further business, he adjourned the meeting at 4:10 p.m.

Commissioner Munns' Questions and CHE/Institutional Responses: The Citadel's M.Ed., STEM Education Program Proposal

Please provide the school charter for reviewing centrality to the schools mission

Staff response:

This is a link to the mission statement: http://www.citadel.edu/root/mission-statement

It states, in part: "The Citadel Graduate College offers three baccalaureate degree programs (Bachelor of Science in Business Administration, Bachelor of Science in Civil Engineering, and Bachelor of Science in Electrical Engineering) and seven graduate degree programs (Master of Arts, Master of Science, Master of Arts in Education, Master of Arts in Teaching, Master of Education, Master of Business Administration, and Specialist in Education)."

Please describe how the curriculum will allow the student to understand and then teach the nuclear sciences.

<u>Institution response:</u>

If we understand the question correctly, the page 12 nuclear sciences question is referring to the nanotechnology course. The Master of Education in Interdisciplinary STEM Education's curriculum includes an introductory course in Nanotechnology. This course is designed to achieve the following student outcomes:

- 1. Explain using specific examples how nanotechnology differs from current technology.
- 2. Describe nanosystems found in nature and how their design have inspired new materials.
- 3. Use quantum mechanical theory to predict properties and behavior of molecular and nanoscale systems.
- 4. Apply band theory to macroscopic and nanoscale solid-state materials to describe and make predictions about electronic phenomena.
- 5. Describe, explain, and predict electrical, optical, mechanical, and magnetic properties, behaviors, and applications of various nanomaterials.
- 6. Discuss nanotechnological developments in biology and medicine and their operating principles.
 - 7. Analyze ethical issues in nanotechnology.

Commissioner Munns' Questions and CHE/Institutional Responses: Clemson University, B.A., Pan-African Studies Program Proposal

I am inclined to support but I don't understand a few sections of the proposal. Please explain:

One paragraph starts a discussion comparing this proposal to those at the top-20 public universities... But the paragraph presents no data and no comparison. What is the point? What do the other universities do?

Institution responses:

Below is a list of the Arts and Humanities majors at the Top 20 Public Universities. Clemson does not have the variety and depth of programs of studies in arts and humanities that are typically found at a Top 20 public university. The point is—Clemson University competes with these universities for the best and brightest South Carolina high school graduates. We need to be able to provide them with the quality programs and the types of programs that they might go elsewhere to find.

The University uses the Top-20 public universities (U.S. News and World Report Ranking of Public Universities) as a benchmark by which we plan, target, establish benchmarks and evaluate our programs. During the review of our academic programs and our planning phase for the development of new degrees, we reviewed the top 20 public universities for the number and types of degree programs. We focus as "peers" on the following institutions: Georgia Tech, Virginia Tech, University of North Carolina at Chapel Hill, North Carolina State University, Texas A & M, University of Virginia, University of Georgia.

Each of these schools provides students with a systematic way to study the African experience and receive a degree in it. Clemson University wants to remain competitive with these peer schools by offering students the same opportunity. In addition, faculty look to leading land grant institutions for comparative data. If peer land grant institutions offer this major, Clemson wants to offer the same opportunity. We examine closely programs that currently are provided in South Carolina as well.

Listed below are only those majors that Clemson does not currently offer. Asterisks indicate number of institutions offering the major.

Arts and Humanities

Bioethics*

Celtic Studies

Central and East European Languages and Cultures

Chicano Studies***

Children's Literature

Classics*****

Classical Civilizations******

Comparative History of Ideas

Comparative Literature*******

Contemporary European Studies****

Creative Writing***

Criminology, Law and Society***

Dance**

Developmental Studies

Digital Humanities

Digital Arts and Experimental Media*

Dutch Studies

East Asian Studies*****

Ethnic Studies**

Ethnomusicology

Film Studies*****

Film and Media Studies****

General Studies*

Gender and Women's Studies

Global Studies*****

Government*

Government and Politics

Graphic Design*

Greek**

Hispanic Studies

History, Technology and Society

History and Philosophy of Science

Islamic Studies*

Interdisciplinary Studies*

International Development Studies

International Studies**

Iranian Studies

Jazz and Contemplative Studies*

Jewish Studies*******

Journalism*****

Korean Literature and Culture

Latin*

Latin American Studies****

Linguistics*****

Media Studies**

Medieval Studies*****

Middle Eastern Studies****

Music History

Native American Studies*

Near Eastern Civilizations**

News-Editorial Journalism

Peace and Conflict studies* Playwriting Political Economy Portuguese* Public Policy***** **Public Relations** Religious Studies** Renaissance Studies* Rhetoric Russian** Sexuality Studies** Slavic Languages***** Social Welfare* Social Policy and Public Service South and Southeast Asian Studies Visual Communication Design Women's and Gender Studies********** World Arts and Culture

The author starts a discussion of duplication, but does not adequately describe the nature of potential duplication, does not suggest the consequences of such duplication, or the mitigations within Clemson's proposal to offset such duplication. Does Clemson's believe this new program will or will not affect the students in adjacent programs or the schools running those programs?

While there are similarities between other programs at universities and colleges across South Carolina, we believe that the proposed degree is sufficiently different in that we are offering students a more African-centered education. Instead of focusing on the African American experience we are tying the African American experience into a Diaspora experience comparing and contrasting the Black American experience with the experiences of Africans in other regions.

At present, the University of South Carolina has an African American Studies program, which has a 41-year track record of scholarly success. Working through a series of directors, they have established themselves as an integral part of the university's academic structure. In recent years they have expanded their program and increased the number of faculty to eleven while also increasing support staff.

Though they also offer courses on Africa and the African experience, Claflin University's African American Studies program is different from the program envisioned by Clemson. Like the program at the University of South Carolina, this degree program prepares students in the Black American experience where we intend to educate students in the Diaspora experience. The curriculum is between 121 and 125 credit hours and includes one course that focuses on the Caribbean and two courses on Africa. A proposal has also been put forth recently by the College of Charleston for an African American Studies program.

Clemson proposes a broader curriculum that will include traditional African American history and culture, as well as Africans in Latin America, the Caribbean, and other regions of the world. We will be much broader in our definition of Africa. We plan to discuss the importance and impact of everywhere Africans went in the Diaspora. For

example, the curriculum will examine India, China, and the Middle East. By understanding all of the regions where Africans have impacted the world, our students will have a much broader sense of what role Africans have played in shaping the history and culture of the western hemisphere.

High school students often select the college of choice based on many factors, only one of which may be the major. Students tend to select a research university for the value added benefit of being engaged with faculty and in programs that promote undergraduate research opportunities in the field of study. Once they select the college, then they explore the programs of study available at the University. Clemson would like to be able to provide a greater, more diverse selection in the humanities.

Curriculum: Please justify the sufficiency of having only one 3 credit math requirement. Will graduates be prepared to fully function as a citizen in the 21st century?

The General Education curriculum at Clemson requires students to take 10 hours of math and science. This can be divided up by taking six hours of math and four hours of science, but if students choose to take three hours of math and seven hours of science, they normally make use of mathematical reasoning in these science courses as well. Three additional hours of Science and Technology in Society are also required within the General Education program. That is to say that Clemson's General Education requirements include numerous opportunities to grow in analytical reasoning outside of a single course with a "math" label.

In addition, in order to graduate, students must demonstrate through our ePortfolio program the following competency: *Demonstrate mathematical literacy through solving problems, communicating concepts, reasoning mathematically, and applying mathematical or statistical methods, using multiple representations where applicable.*

Students submit evidence of their mathematical literacy which is judged by a faculty member in mathematics. A student cannot graduate without meeting each of the stated criteria.

The following criteria must be found in the evidence and reflection. Faculty score the evidence based on the following rubric:

Criteria	1	2	3	4
Conversion of		Identifies	Correctly identifies	
Mathematical		quantitative	quantitative variables	
Symbols		variables but	and the relations among	
		incorrectly	them.	
		describes		
		relations among		
		them.		

Criteria	1	2	3	4
Mathematical Transformations		Inconsistently applies mathematical transformations and logic.	Correctly uses algebraic and geometric transformations and logic, including those embedded in multi-step problems.	
Translating to or from Mathematical Symbols		Inconsistently translates between mathematical language and lay language.	Correctly translates between mathematical language and lay language.	
Presenting Quantitative Results		Inconsistently represents numerical, graphical, or algebraic data.	Correctly presents numerical, graphical, and algebraic representations of the same quantitative data.	
Using Statistical Methods		Inconsistently applies statistical methods to data.	Correctly uses appropriate statistical methods to describe data.	

General education is not the only place in which mathematics is used within the curriculum. With our Introduction to Pan African Studies course, we deal with economic development and also value of slavery. This requires students to calculate the value of slaves to specific southern states to understand why slavery was so important to their economic development. In addition, the senior seminar requires students to demonstrate research methods, including analytical arguments related to the discipline.

Commissioner Munns' Questions and CHE/Institutional Responses: Clemson University, B.A., Religious Studies Program Proposal

Please explain your conclusion that a graduate can successfully function in the 21st century with only one college math course.

<u>Institution responses:</u>

Please see the general discussion related to mathematics that appears under Pan African Studies. Religious Studies majors, like all Clemson students, must be able to show "mathematical literacy" through artifacts in their E-Portfolio as described above.

All religion majors must take two upper-level (300 or higher) courses in Philosophy. The mechanics of philosophical discourse, of course, includes large amounts of analytical reasoning (logic). They're also required to go through 202 in a foreign language. The acquisition of a new language exercises analytical reasoning skills. Finally, Religion 300 (Studying Religion) is a required course of all majors in which they learn to analyze religion from a number of perspectives, including economic and social-scientific. These approaches, of course, involve mathematics and statistical analysis.

At 33 hours, the major has been designed to provide students with a large degree of flexibility for enhancing what is already an interdisciplinary program. Current majors in Philosophy (concentration: Religion) have double-majors or minors in Economics, Chemistry, Animal and Veterinary Sciences, and Political Science. Each of these disciplines has its own expectations for mathematical proficiency. Religious Studies majors who intend to go into public policy, social services, non-profit leadership, medicine, and other careers that might require the occasional or regular use of math will clearly have the opportunity at Clemson to get the training needed to succeed in these fields.

Commissioner Munns' Questions and CHE/Institutional Responses: Clemson University, B.A., Sports Communication Program Proposal

With respect to curriculum, will the graduate have a good understanding of how the sport industry works? In particular a strong basis in probability and statistics, and a good understanding of the business models (how profit is made), governance and some exposure to the politics of sports. A good sports communicator should have a good understanding of these basics.

<u>Institution responses:</u>

COMM 3100, quantitative research methods, is a course designed to provide students with education and training in quantitative research methods, which includes primarily statistical methods of analysis.

COMM 3240, sport, communication, and society, is a course designed to cover political, governance, and ethical issues related to the sports industry and communication within and about sports.

COMM 4270, communication in sports organizations, is a course designed specifically to address important management and human resource issues in sports organizations.

We will also continue our current practice of bringing industry professionals in to speak to our students about their professional experiences. These individuals regularly share insights and examples with direct information about working in the sports industry and the decisions and behaviors involved in careers in the industry.

Attachment A

Commissioner Munns' Questions and CHE/Institutional Responses: Clemson University, B.A., Women's Leadership Program Proposal

One paragraph introduces a peer comparison, but then falls short of providing any data and no actual comparison. What do your peer universities do?

Institution responses:

As the table below indicates, a review of top 20 peer institutions found overwhelmingly that they have women studies majors. The table on the next page shows school size and number of majors when available in public documents. Additional information is also included on schools in the ACC and SEC more specifically. More detail is provided with the discussion of liberal arts majors in general at Top 20 public universities.

The addition of a major that focuses on the study of women's lives and achievements would bring Clemson in line with the top-20 public universities. Of these identified, almost half offer graduate degrees in this field. Regarding our peer institutions, more specifically, Georgia Tech is the only school that has no major in this field (though it does have a robust minor focused on women in science and technology). Our focus on a theoretical and practical understanding of women's leadership puts us at the forefront of transformations in this field.

School size	Students enrolled in major	Website	
25,540	75-80	http://womensstudies.berkeley.edu/	
26,162		http://www.womensstudies.ucla.edu/	
15,595	40	http://www.virginia.edu/womenstudies/	
27,027	100	http://www.lsa.umich.edu/women/resources/employmentresourcesforstudents	
18,597	29	http://womensstudies.unc.edu/department-resources/jobs	
5,898		http://www.wm.edu/as/womensstudies/currentstudents/graduates/index.php	
13,750		http://www.career.gatech.edu/majors/html/womensstudies.html	
23,663	19	http://cgs.ucsd.edu/alumni/index.html	
24,737		http://wms.ucdavis.edu/program.html	
19,186	100	http://www.femst.ucsb.edu/index.html	
29,30 2	65	http://depts.washington.edu/webwomen/PagesNews/GradAlumNews.htm	
30,555		http://womenstudies.wisc.edu/careers.htm	
38,59 4	6	http://www.womenstudies.psu.edu/index.shtml	
21,976	27	http://www.humanities.uci.edu/womensstudies/undergraduate/ws_de_gree.php	
31,540	30-40	http://www.gws.illinois.edu/index.html	
38,42 0	40-50	http://www.utexas.edu/cola/centers/cwgs/	
42,08 2	100	http://wgss.osu.edu/node/243	
26,876		http://www.arhu.umd.edu/news/women's-studies	
39,148	16	http://wrc.tamu.edu/getinvolved/wsp	
17,345		http://www.womens.studies.uconn.edu/	
32,66 0	minor only		
18,371	certificate only		
30,86 3	46	http://www.cla.purdue.edu/womens-studies/index.html	
25,947	45-50		

Georgia Tech – Women Science and Technology minor – 48 students http://www.wst.gatech.edu/wst-minor

Virginia Tech – Women and Gender Studies http://www.wgs.clahs.vt.edu/undergrad.html concentration within sociology major

UNC Chapel Hill - Women and Gender Studies major – 29 majors http://womensstudies.unc.edu

NC State – Women and Gender Studies major http://ids.chass.ncsu.edu/wgs/

Texas A&M – Women and Gender Studies Program – 16 majors http://wgst.tamu.edu/html/home.html

Univ. of Virginia – Women, Gender and Sexuality Major - 40 majors http://wgs.virginia.edu/wgs_major plus the University has a Women in Leadership and Philanthropy program/project http://ids.chass.ncsu.edu/wgs/

Univ. of Georgia – Institute for Women's Studies – 45 to 50 majors http://iws.uga.edu

Rutgers – Women and Gender Studies Center http://womens-studies.rutgers.edu

They are a member of the Institute for Women's Leadership Consortium. Other members include <u>The Institute for Women's Leadership</u>; <u>The Douglass Residential College</u>; <u>The Center for American Women and Politics</u>; <u>The Institute for Research on Women</u>; <u>The Center for Women's Global Leadership</u>; <u>The Center for Women and Work</u>; <u>The Institute for Women and Art</u>; <u>The Office for the Promotion of Women in Science</u>, <u>Engineering and Mathematics</u>; and <u>The Center on Violence Against Women & Children</u>.

One paragraph discusses a proprietary survey of over 10,000 students, but then presents no data or conclusions concerning a Women Leadership major. Please explain.

These potential students are located, not just in South Carolina, but in states from which Clemson receives high numbers of student applications. The results are based on over 10,000 prospective college bound students who were interested in the social sciences and humanities. The data are not broken down into subsets of Humanities, such as women studies or religion. The survey groups selections such as "health professions" together as well, rather than specifying medicine or nursing. This is the reason we took the next step which was to examine the degree programs taught at top 20 public universities.

One paragraph indicates that students will be strongly encouraged to combine this program with another major/minor. Who will do this counseling, how will you ensure that this advice is given, understood and heeded?

As in any major, students are required to meet with an advisor in the major before registering for classes each semester. This will provide ample opportunity to make sure that students are pursuing strong cognate major and minor courses of study. A student must see their advisor in order to obtain an advising number for registration; this method ensures that students see their advisor at a minimum twice a year.

Commissioner Munns' Questions and CHE/Institutional Responses: Coastal Carolina University, Ph.D., Marine Science Program Proposal

Ph.D. Processes

 I believe the Ph.D. degree will be new to coastal, therefore please discuss how you will infuse into the administration of the school the necessary capabilities, processes, procedures, and culture to obtain a successful Ph.D. program.

As described in the proposal document that was sent to our regional accreditor, the Southern Association of Colleges and Schools (SACS), the new School of Coastal and Marine Systems Science houses the new doctoral program in Coastal and Marine Systems Sciences and the existing Burroughs and Chapin Center for Marine and Wetland Studies. The School's administrative unit is composed of:

Director, School of Coastal and Marine Systems Science (Dr. Paul T. Gayes) Assistant Director, School of Coastal and Marine Systems Science (Dr. Richard Viso) Administrative Specialist (Ms. Julie Quinn) Grants/Business Manager (Mr. Jim Whitfield)

The Director and Assistant Director of the School of Coastal and Marine Systems Science/Center for Marine and Wetland Studies have primary supervisory responsibility for the operations and program of the School. The Director and Assistant Director serve as the communication line for School activities to the Dean of the College of Science and University Administration and key School committees. They serve as leads for the continued development, assessment and improvement of the program. The School maintains an administrative specialist to support the day-to-day administrative functions.

The School of Coastal and Marine Systems Science has developed around a well-established center with a long history of productive research. As a result, the new School possesses mature research support mechanisms for grant development and management, technical and operational support as well as a concentration of advanced instrumentation and computational hardware and software. Center/School faculty generated research grants have directly supported doctoral students and dissertation research for students enrolled in doctoral programs at other institutions in the past (e.g. Univ. of Delaware, USC, Dalhousie, NSCU, BenGurion) as well as post-doctoral researchers housed within the Center. Center/School faculty have maintained active collaborative research programs with colleagues at well-established R1 institutions (e.g. Scripps Institution of Oceanography, Woods Hole Oceanographic, Clemson, USC, UGA, NCSU etc.) as well as at National Laboratories (e.g. SRNL, NASA-Jet Propulsion Laboratory, UCAR) and federal and state environmental and natural resources agencies (e.g. US Geological Survey, Office of Naval Research etc.).

New faculty lines assigned to the School are joining existing research faculty established in the Center. In addition, considerable capabilities, expertise and experience are resident within affiliated faculty from several departments in the College of Science that have long served as the core of the existing Master's Degree program in Coastal Marine and Wetland Studies. The existing master's degree program is being transitioned into the new School to facilitate coordination and optimize leveraging of faculty, technical and curricular resources between the master's and doctoral programs.

The School/Center has greatly benefited from formal and informal counsel from colleagues at well-established programs in the design and focus of the doctoral program. Many of these associations are long-lived and have proven valuable in the long term planning and development of the successful Center. The new School will be well positioned to continue to draw upon these resources in addition to standing University academic program and administrative planning and assessment structures as the new program comes on line and matures.

The School's Grants/Business Manager is based within the Center and is available to support faculty and students with grant pre- and post- research award functions. The Grants/Business Manager also serves as liaison between the School/Center staff and students and other key University offices such as Office of Research Services, Procurement, Human Resources, etc. Additional technical support staff (e.g. operations) housed within the Center for Marine and Wetland Studies are available to facilitate and support research and instructional functions involving School/Center advanced instrumentation and research vessels.

The primary administrative leadership of the School (and Doctoral program) are all scientists trained in the field. In addition, qualified faculty resident within the School will oversee the various administrative committees, assuring the development of an appropriate institutional culture.

Faculty Governance

The School of Coastal and Marine Systems Science Faculty will maintain a proportional representation in College and University faculty governance committees and functions as specified by College and University policy. Individual faculty members serving on College and University committees will be determined through nomination and election by the faculty of the School through the Doctoral Program Committee.

School Faculty Governance

The School will maintain a structure of faculty committees as needed to effectively develop and manage the academic, faculty and student functions and interests of the School in concert with the School's administrative leadership. Standing faculty committees of the School of Coastal and Marine Systems Science are outlined below.

Doctoral/Graduate Program Committee

The Doctoral/Graduate Program Committee is comprised of all core faculty of the School of Coastal Marine and Systems Science. This committee serves to provide guidance on the integrated function and management of faculty and academic issues within the School. This committee meets regularly with the Director to consider broad programmatic issues and assign tasks to appropriate standing committees of the faculty or Office of the Director.

The Doctoral Program Committee will also serve to:

- Make recommendations to the Director for admission of prospective candidates to the program
- Review transcripts of new students for applicability of previous class work for School core and specialized disciplinary course requirements.

- Periodically review and make recommendations for improvements in School infrastructure (physical, support, operational) and policy to better support School mission and functions.
- Be a primary vehicle for formal communication and discussion with the Director to foster better, informed and coordinated management and operation of the School.
- Provide a body for formal hearing of student concerns or possible formal appeals of School decisions or actions.
- Be the primary body for considering issues and concerns associated with joint and affiliated faculty of the School. The Doctoral Program Committee shall receive, review and recommend nominations and applications for affiliated and joint faculty associations with the School.
- Help gather and evaluate data appropriate to assess the efficacy of the program and provide recommendations to improve student success and program competitiveness.

Sub-committees may be established, as necessary, to allow directed analysis and development in key areas or functions within the School and recommendation to the Doctoral/Graduate Program Committee. These include:

Curriculum Committee

The Curriculum Committee shall consist of a minimum of three core School faculty and is charged with the following responsibilities:

- Receive and recommend approval or rejection of course proposals for new courses and curricular development within the School.
- Periodically review and assess the School's curriculum and recommend improvements or modification to better serve the mission of the doctoral program, School and University.
- Serve as a point of contact and discussion for potential joint or synergistic course development and offerings.

Comprehensive and Qualifying Examinations Committee

The Comprehensive and Qualifying Examinations Committee shall consist of a minimum of three core School faculty and is charged with the following responsibilities:

- Establish and refine, in concert with input from the Doctoral Program Committee, the procedures, format, content and administering of the School's Comprehensive Examination required of all doctoral students
- Establish and refine as necessary the format and procedures of Qualifying Examinations required for all doctoral students. A representative of the committee, or their designee not serving on a student's Advisory Committee, shall be appointed by the Director to serve as the chair of the Comprehensive and Qualifying Examinations Committee to ensure consistency of these examinations across the program are maintained and School objectives and mission are represented in these examinations

Faculty Promotion and Tenure Committee

The Faculty Promotion and Tenure Committee shall consist of a minimum of three tenured core School faculty and is charged with the following responsibilities:

- Annual review, mentorship and guidance of untenured School faculty. Provide
 formal feedback to the faculty members and recommendations to the Director on
 progress and potential of the untenured faculty members towards promotion and
 tenure.
- Periodic review of individual faculty and collective school productivity and
 effectiveness. Makes an annual report to the Doctoral Program Committee and
 Director and recommendation as necessary to ensure the productivity and
 effectiveness of the faculty and program are maintained.

School Seminar/Speaker Committee

School Seminar/Speaker Committee shall consist of a minimum of three core/affiliated School faculty and three students and is charged with the following responsibilities:

- Recommending a program of seminar topics and speakers to be invited for leading School seminars each semester. These should emphasize seminar speaker and topics that emphasize and highlight integrated, interdisciplinary, societally relevant coastal systems science and interests of faculty and students in the School, College, University and community.
- Coordinate speakers/topics for the Fall semester with the School public forums and systems science course.
- Facilitate enlisting external expertise and perspective to provide input on development and refinement of School/graduate program.

Additional committees may be established by the Director or Doctoral Program Committee to address specific needs and initiatives of the School.

Doctoral Faculty Mentors

All full time School of Coastal and Marine Systems Science faculty as well as jointly appointed and affiliated faculty approved by the Director and Dean of the College of Science may supervise doctoral students in the program.

Each student will establish a formal Advisory Committee to consist of five mentors able to provide guidance in the students chosen dissertation thematic area. This committee should include the student's major professor and professionals holding appropriate credentials and standing to help supervise doctoral research. The student's major professor and at least three of the Advisory Committee members must be SCMSS faculty in good standing and at least one, but no more than two, external professionals holding appropriate academic credentials and professional standing to contribute to guidance, mentorship and evaluation of doctoral research by the student.

Interdisciplinary Program

 In addition to establishing a Ph.D. capability the proposal rightly says that this will be a different Ph.D., it will be interdisciplinary. Please describe how you will grow, monitor and assess this new capability.

The School of Coastal and Marine Systems Science has developed around a well-established research center with a long history of productive interdisciplinary research and culture. This also builds from the experience of the existing master's degree program that is already highly interdisciplinary in nature. The existing Center and Master's degree program presently engages broad scientific sub-disciplinary areas (marine science, biology, computer science, physics and chemistry) as well as policy and resource management expertise (environmental sociology, economic) in interdisciplinary research and applications. Considerable active collaborative research associations have been maintained by School/Center faculty with colleagues at other research institutions (e.g. Scripps Institution of Oceanography, Woods Hole Oceanographic, Clemson, USC, UGA, NCSU, ECU etc.) as well as at National Laboratories (e.g. SRNL, NASA-Jet Propulsion Laboratory, UCAR) and federal and state environmental and natural resources agencies (e.g. US Geological Survey, Office of Naval Research) further expands the array of expertise and sub disciplinary perspectives that School faculty and students can draw upon to consider complex interdisciplinary coastal systems.

The historical experience and continued participation of School faculty and students working with coastal communities, natural resource managers, agencies and industries greatly facilitates the interdisciplinary model and culture. Participation of School personnel in state and federal coastal resource management panels and task forces exemplified the interdisciplinary culture and functions needed to enlist the best science and understanding of complex natural systems to contribute to efforts at improving resource management, utilization and policy development. Continued hosting of associated meetings and workshops afford students considerable opportunity to experience the interdisciplinary practice. The School plans to continue to build on this history and actively pursue formal and informal opportunities for students to participate and contribute to discussion and contribute to collaborative efforts with external groups in real world applications.

Practically speaking, we expect input from such external groups interacting with our students will be highly beneficial data to monitor and assess aspects of the interdisciplinary goals. These experiences, however, are typically highly individualized by the particular issues or initiatives that are ongoing at any one time and will also likely result in individual students or small groups of students participating in different applications with different groups. Thus, we will seek input from our broader research teams and partners on the programmatic efforts to develop and build upon such experiences as well as input in the efficacy of individual student's participation. Initially, further development and assessment of this function will be tasked to the Graduate Program Coordinator. The Graduate program coordinator is a position that is being modified from the existing master's program to facilitate administration of the graduate programs and to expand and promote student experiences with our research partners.

Ultimately this question deals with how the assessment process will determine whether students have obtained the identified skills associated with this novel program. As an interdisciplinary program, it will build on the knowledge and experience of students from undergraduate programs in traditional core science disciplines (biology, geology, oceanography, environmental science, etc.) and/or graduate students in master's degrees in related areas, the

goals of this program are to prepare highly-trained professionals who can function across a range of areas:

- Goal 1: Understand complex systems at the Ocean-Atmosphere-Terrestrial interface from a variety of scientific disciplines and across a range of temporal and spatial scales.
- Goal 2: Design and conduct scientific research to enhance the knowledge base concerning coastal and marine systems as well as for specific societally relevant environmental problems in the coastal zone.
- Goal 3: Describe and characterize coastal systems using advanced coastal observing instrumentation, and conceptual and quantitative models, and incorporate new research results towards improving the prediction of future system behavior and response to natural and societal drivers.
- Goal 4: Translate complex problems and solutions in language and methods understood by public policy decision-makers as well as the general public.
- Goal 5: Develop core competence, experience and publication records to successfully compete for professional positions in industry, academia, and government.

Student Learning Outcomes (SLOs)

After successfully completing the Doctoral degree requirements, students will be able to:

- 1. Critically evaluate evidence-based studies of coastal and marine systems (Goals 1, 3).
- 2. Design field, laboratory and/or computational experiments, data acquisition and analysis to advance scientific knowledge and applications in coastal and marine systems science (Goals 2, 3).
- 3. Develop and test conceptual and/or mathematical models to simulate and predict complex coastal behavior (Goals 2, 3).
- 4. Analyze research data and evaluate its application to regional issues (Goals 2, 3, 4).
- 5. Incorporate knowledge of temporal and spatial variability of coastal systems into recommendations for management of coastal and marine systems (Goals 1, 2, 3, 4).
- 6. Apply scientific theories, intellectual skills and competencies, and management principles when making decisions related to utilization of human and physical resources in coastal and marine zone policies (Goals 2, 3, 4).
- 7. Effectively communicate technical information and scientific results to a range of constituencies in the private, public, and academic sectors (Goals 1, 4).
- 8. Apply a structured and scientific process when making and recommending policy decisions (Goals 1, 2, 3, 4).
- 9. Demonstrate a leadership role within the field of coastal and marine research, development, and management (Goals 1, 5).

Assessment of Learning Outcomes

Student learning outcomes will be assessed at three different stages of the program.

- 1. The Comprehensive Examination will be used to assess SLOs 1, 4, 5 and 6. Since the student will have completed the core courses, this assessment together with the oral component will help gauge the proficiency of the student and ability to continue in the program.
- 2. The Qualifying Dissertation Examination will be used to assess SLOs 2, 3, 7 and 8. An assessment instrument will be developed that includes the formal presentation in front of School faculty and students, informal feedback from the attending audience and evaluations from Advisory Committee members.
- 3. The formal dissertation and defense will be used to asses SLOs 7, 8 and 9. The Advisory Committee will use a rubric to assess student learning based on the student presentation, the quality of the dissertation and student understanding of various key topics during the defense.
- 4. To the extent possible, formal feedback from outside partners, agencies, communities that have opportunity to work with our students in direct applications such as research applications oriented to ongoing societal environmental issues as well as in workshops or other formats. An initial effort to standardize this external input may be possible through the existing Board of Visitors of the Center for Marine and Wetland Studies. This Board is comprised of individuals that bring a broad cross-section of scientific/technical, technical institutional/agency as well as public/community experience and expertise in providing input on the development and planning undertaken by the center. The board has frequently interacted with students in the past and worked to help support student initiatives and involvement (e.g. Caudle Student Research Endowment Fund). We will be exploring this Board's potential for more formally participating in this important function as well as continuing to facilitate opportunities for students to interact with external professionals and contribute to discussion of issues facing society in our region at the next formal Board meeting scheduled for July-August 2013.

Cost

- 3. There will be new costs for faculty (3), facilities (several new or expanded buildings and a boat), and additional library and research resources.
- Are the new buildings and renovations already CHE approved, and if not describe the plan.

The new buildings and renovations refer to the recently completed Brittain Hall which was completed in January 2013, the second Annex to the science complex which received Phase II approval by CHE in January 2013 and the renovation of the Smith Science Center which was approved as a part of the Comprehensive Permanent Improvement Plan dated February 2013.

Direct funding of the cost of the vessel has already been received from the General Assembly. Boat operations will support Coastal's undergraduate and master's programs as well as the proposed Ph.D. program. Operating cost for new vessels are included as part of the overall university budget.

 Page 25: The cost table shows revenue growth with time in the tuition funding line, but it also says that the other funding will come from growth, presumably this growth is also increased tuition from an increase in students. Aren't these lines redundant (double counting)?

The tuition funding is specific to the Ph.D. program and the Other Funding growth is from other sources such as undergraduate and graduate tuition excluding the Ph.D. program. The additional Other Funding is to show the offset from existing expenses currently belonging to other programs at CCU. The revenue sources are not being double counted.

- With your best estimate on cost over this five year period, what is your expectation for:
 - o Ph.D. tuition and Ph.D. tuition growth?

At this time, Ph.D. tuition is proposed to be identical to the University's tuition for graduate study. Any changes to Ph.D. tuition will mirror any approved changes in overall graduate tuition during the five year period.

 Change to undergrad student tuition because of the increased cost of this program?

Undergraduate tuition costs will not increase as a result of this program. As indicated above, some of the expenses are already included in the budget but will transition over to this program and the remainder will be covered through student body growth.

Accreditation

4. Please discuss the prognosis for accreditation (timeline and probability of success) and whether program approval should precede or follow accreditation.

CHE program approval typically precedes accreditation approval. The comprehensive SACS document requesting a Level Change to provide Doctoral level-education has been submitted to SACS, received, and scheduled by SACS for the SACSCOC Board of Trustee to review at its meeting in June, 2013. This step will include SACS approval of the modified change to Coastal's Mission Statement – already approved by CHE. Coastal was strongly encouraged by our SACS Liaison to be optimistic about this level-change review. Once the review is determined to be positive, our next step is to begin admitting students to the Ph.D. program. The SACS process will then include a SACS visit to review program operations 6-9 months after the first student enters the program.

Commissioner Munns' Questions and CHE/Institutional Responses: Lander University, B.A./B.S., Interdisciplinary Studies Program Proposal

The proposal left me with insufficient justification of the need and value of this proposal.

In the Proposal, Lander says the purpose is to meet student needs, but no discussion on the proposal to justify or explain student needs.

Institution responses:

In a Marketing class at Lander this spring, 60% of the students expressed interest in a public relations program with 18% of students expressing "great" interest in it and another 37% of students in the class expressing "some" interest in it. This confirms what students have been communicating for several years in advising sessions for the Mass Communication and Theatre degree program. By combining appropriate courses from this program and ones in Business, the proposed Interdisciplinary Studies program can offer such students a module designed by appropriate faculty that can meet student needs.

Preparing students for successful lives and providing them with the educational background to be successful in newly emerging fields is crucial for institutions of higher education. For instance, who would have dreamed ten years ago that students would want to specialize in social media in order to have flexibility in career opportunities? The blending of work in graphic design, electronic media, and marketing has led savvy students to realize that they need training in more than one traditional discipline to be successful. Institutions of the size of Lander need to be able to respond to such needs of the marketplace, but do not have the resources to generate an entirely new program. Yet, the current faculty teach courses that, when combined in an interdisciplinary curriculum with methodological background provided (something that the previous degree at Lander did not provide), can address student interests and societal needs.

Cost. Isn't it true that this program will be more costly than others, as it will have a dedicated program director and advisory council. Will these costs drive up tuition?

The "cost" is actually course release time for a faculty member to be able to recruit students into the program, assist in the curricular design of modules for innovative programming, conduct assessments, and advise students in the program. The individual selected to lead the program, if it is approved, already has administrative course release time that can be reallocated for her to lead this effort. Thus, no additional compensation for the director is needed. The proposed Advisory Council will function essentially as a university committee. Faculty will receive university service credit for serving on the council, not monetary compensation.

Once modules within the Interdisciplinary Studies degree have been formulated and approved, Admissions staff will be able to publicize curricular offerings that will capture the attention of traditional age and adult students in the region. The popularity of the concept of a "public relations" module alone suggests that increased enrollment will make this program a financially viable and even substantially profitable one. A director who has time allocated to leading the program can assure its financial success.

The justification section describes the value of a bachelor's degree. The question is what is the justification for an interdisciplinary program? If students didn't move to such a program over the 24 years of the previous program, why will they today?

The previous program at Lander was an entirely student-driven, individualized program. A student was responsible for designing his or her own program. Working with two or more faculty members in different disciplines to coordinate the individual program was logistically difficult for the student to manage. The former committee providing oversight served as an approval/rejection body to review proposals, not one that would administer and review assessments for program improvement and serve as representatives of their colleges and liaisons for their college faculty in the development and coordination of modules that other students could utilize as well. Moreover, the former program had no methodological, entry level course to prepare students for integrating knowledge in diverse disciplines, no requirement of ongoing assessment, and no senior capstone experience that made the program truly interdisciplinary. The proposed director has a Ph.D. in an interdisciplinary field, and such degrees are readily available at research universities around the nation, so students completing this program can pursue a graduate interdisciplinary degree if they choose.

In the former program a few highly intelligent and motivated students successfully pursued the degree with the assistance of patient and dedicated faculty, but most of Lander's 18 to 22 year-old students did not have the necessary curricular development experience or the ability to integrate knowledge and techniques of different disciplines into a cohesive learning experience. Therefore, low enrollment and completion rates and the lack of a program coordinator (that all other university programs at Lander have) led to the demise of the program.

An advantage of the proposed program is that the knowledge and experiences of Lander faculty members who served on the previous committee helped guide the development of this proposal in order to avoid the pitfalls of the previous one. They chose to avoid an entirely individualized degree program because they wanted to ensure that a new program would be able to recruit, sustain, and graduate students.

We believe that students will be excited about the opportunity to pursue innovative, marketplace responsive programs with faculty who are committed to providing the necessary background, ongoing feedback regarding their performance, and special experiences that will enable them to be successful. One student heard about the Interdisciplinary Studies proposal from a faculty member and has already made an appointment with the potential program director to discuss a module possibility, if the program is approved.

Effect on student placement. I have great concern that employers will not understand this degree as it might be listed on a resume and as such the student won't even make it into the interview process. I worry about job prospects for these students. Please discuss your view.

This is an understandable concern that students have also expressed. The Registrar at Lander has explained that the transcript can state "Interdisciplinary Studies ______" with the module title following the degree name. The student presenting a resume can provide that information. Moreover, the student will have

examples of work from the program portfolio to show potential employers. Such work samples can provide evidence of the value of the degree.

Similar Programs, one paragraph lists other similar programs, but there is no data or analysis to say that they are successful, and if they are there is no discussion to justify why this new program would not be redundant.

Universities with Interdisciplinary Bachelor's Programs using CIP code 240101	2010-2011 Graduates	2009-2010 Graduates	2008-2009 Graduates
Benedict College	0	0	0
Coastal Carolina University	27	37	33
North Greenville University	46	36	38
U.S. C. Aiken	0	0	2
U.S. C. Columbia	75	63	45
U.S. C. Upstate	91	78	84

The available data reveals that four of the six bachelor's programs that most closely align with Lander's proposed program (CIP code 240101) in terms of the catalog description are successful. Three of those four had increased numbers of graduates from the previous two years.

Columbia College, Converse College, Furman University, Newberry College, and Winthrop (new program without graduates yet) use CIP Code 309999 in classifying their individualized study programs. Of these five institutions, in 2010-11 only Furman University (12 graduates) had significant numbers of graduates. As mentioned earlier, Lander University faculty rejected the concept of an entirely individualized degree program because the faculty wanted to ensure that the program could recruit, sustain, and graduate students. The modules that will be developed, tested, refined, and publicized can help ensure that success.

The nature of an interdisciplinary program that combines work in two or more disciplines and the manner in which flexibility is built into these offerings by each institution results in creative programs that are unique to each institution, population, and region that it serves. Thus, no program is an exact duplicate of another.

Please explain the point of the paragraph under the table. It seems to me a distinction without a difference.

The sentences were written to introduce the degree outlines that followed and to address an earlier question by commission staff about the differences in the two degrees. At Lander, the Department of English and Foreign Languages only offers the B.A. degree, so having an option of a B.A. in Interdisciplinary Studies is important for the students in the four programs offered by that department. The Department of History is the only one at Lander offering both a B.A. and a B.S. degree. The distinction is that the B.A. History program requires two additional (200 level) Foreign Language courses, one less 300-level or higher history course, and potentially fewer electives, depending on

whether the student already has any credit in first-year Foreign Language courses prior to enrollment.

In conclusion, we believe that the built-in flexibility and the high quality of the introductory methods course, ongoing portfolio assessments, and the senior capstone experience of the proposed Interdisciplinary Studies program will entice students, both traditional and non-traditional, who would like to explore more than one discipline in a valid, methodological approach. Students in the program will gain enhanced cognitive and analytical skills as they pursue integrated curriculum and experiences that will enable them to be successful in both their immediate career goals and their life-long interests.

Commissioner Munns' Questions and CHE/Institutional Responses: Lander University, M.S., Emergency Management Program Proposal

Distance education. While this seems the appropriate format for this course, please discuss Landers experience with distance education, and forecast the additional cost that might be needed for software, IT support or other needs

Institution responses:

Lander, and particularly the College of Business and Public Affairs, has extensive experience in online delivery of courses:

- a. Dr. Meredith Uttley who has served as Program Director of our undergraduate Criminal Justice Management degree completion program not only conducts courses online, but has served to train our adjuncts in the use of Blackboard for online delivery.
- b. Other sociology and political science professors have all taught online courses using Blackboard since at least 2006.
- c. We have a full time Instructional Technology Support department headed by Mr. Glenn O'Connor to assist both students and faculty with the use of Blackboard. Lander uses and has used the blackboard platform in all University classes for at least seven years. This platform should be able to accommodate the number of additional students expected. There is no specific software necessary to use Blackboard, except the ability to sign on to the Lander website. Students can upload word processing, excel, and PowerPoint documents, as well as other formats to Blackboard through their web browsers.
- d. Dr. Charles Stowe has had years of experience in using various technological platforms for the delivery of online courses. While Dean of the College of Business and Public Affairs, he initiated a plan for training online faculty. Faculty and instructional technology staff members trained faculty in the use of online software to enhance online courses, and established written standards to insure quality of online courses offered in the College. The current Dean, Dr. Robert Barrett, has continued the policies such that practically all our summer courses are offered in an online format.

Given your description of the need for experience in this field before one seeks a MS, would you consider as a acceptable admissions requirement someone with a bachelor in <u>unrelated</u> field but who has since had significant experience in emergency management (likely many of the national guard potential applicants would fall into this category)?

Yes. As most training in emergency management is conducted at the workplace, an individual who has acquired experience and on the job training or non-academic training in emergency management would be an ideal candidate for our program. Even FEMA employees receive most of their training through non-academic online courses offered by FEMA. And certainly National Guard personnel have extensive experience in the field.

Tone of the proposal. I'm bothered by the tone of some of the proposal, and would caution the faculty to become better familiar with and or abide by good emergency management principles. In this business words make a big difference. As just one example... Labeling EMGT 675, Nuclear Disasters is not only incorrect in that the course should teach the student to

understand nuclear effects and perceptions not disasters, but also inflammatory, just the opposite of what a good emergency manager seeks to achieve in a case. I would replace the three occurrences of "disaster" in that short paragraph with effects, incidents, and destruction respectively. I would scrub the rest of the catalog and program documents to correct similar inflammatory and imprecise language. Please comment.

For the schools included in our table of National schools with similar degrees, current course titles and descriptions were reviewed. While the Nuclear Disaster title and description was modified somewhat, the other titles and descriptions are consistent with those schools included in the table.

EMGT 675. Nuclear Incident Management.

This course provides emergency planners with the basic theories and science of mobile nuclear power plants (as found in submarines), nuclear weaponry, and fixed nuclear facilities that generate power. Past nuclear incidents or case studies will be reviewed to equip emergency managers with basic comprehension of the subject to engage credibly with scientists and nuclear power engineers in all phases of nuclear emergencies, whether intentional or accidental. The primary emphasis of the course is on fixed nuclear facilities, but potential for emergencies in the transportation of nuclear weaponry or caused by events designed to inflict injury with nuclear weapons will be explored. Prerequisite: Admission to the Emergency Management program and EMGT 600 or permission of the instructor. Three semester hours.

Commissioner Munns' Questions and CHE/Institutional Responses: Lander University, M.S.N., Clinical Nurse Leader Program Proposal

Collaboration. The proposal states in several places that collaboration and MOU's would be useful and productive, BUT the proposal contains no commitment to either. Would Lander agree to a program approval restriction saying that approval is contingent on MOU's detailing collaboration around the Upstate and Midland SC schools (to include Aiken).?

Staff response:

Staff encouraged USC Upstate and Lander to collaborate instead of offering separate programs. Commission staff spoke with representatives at both institutions about collaboration several times and facilitated a conference call between the two to discuss possible collaboration. Both agreed to collaborating by sharing clinical database information regarding facilities that can accommodate CNL students and assisting one another in performing site visits to evaluate a clinical facility. USC Upstate and Lander decided it was not necessary to collaborate in terms of sharing coursework because USC Upstate had already developed an agreement with USC Aiken in which USC Aiken faculty would teach courses in USC Upstate's program. Lander is confident in faculty members' abilities and resources to offer all required courses. ACAP members discussed at length the issue of collaboration between the two programs and ultimately decided that collaboration was not necessary and that both programs could be offered independently and that there would be sufficient demand to support both programs.

Institution Response:

Lander made an offer of collaboration with USC-Upstate that was detailed in the program proposal. The offer of collaboration involved sharing a clinical database of facilities that are able and willing to accommodate Clinical Nurse Leader (CNL) students for clinical experiences and assisting in site visits in certain geographic locations on an "as needed" basis. At the meeting of the Advisory Committee on Academic Programs (ACAP), this issue was discussed and the conclusion was that collaboration was not necessary given that there was sufficient interest in the nursing community to support two CNL programs in the state. Because of this decision, a Memorandum of Understanding (MOU) was not pursued. Lander would not agree to a program approval restriction contingent on MOUs with schools in the Upstate and Midlands since Lander has been developing academically qualified faculty for a number of years in order launch the CNL program without teaching support from other institutions. If USC-Upstate wishes to collaborate with Lander in order to launch their program, Lander is quite willing to consider an MOU with them.

Transfer of courses. Will all of these courses and these degree programs be reflected in SCTRAC so that students can easily substitute courses and transfer programs? Would Lander agree to this additional precondition on approval?

<u>Staff response:</u> The SC Transfer and Articulation Center (SC TRAC) provides transfer information so students can better plan their progression to a degree by identifying and taking courses that will transfer toward a four-year degree program at a public institution. It does not provide information about graduate degree programs.

Institution Response: There are three core courses in many MSN programs: Advanced Pathophysiology, Advanced Pharmacology and Advanced Physical Assessment. These three courses are required in programs for Nurse Practitioners (NP), Clinical Nurse Leaders (CNL), and in many Nurse Educator (NE) programs. These courses will be evaluated to allow transferability between programs. Other graduate nursing courses would be evaluated for transferability on an individual basis.

Although all nursing graduate programs contain similar curricular elements, the coursework is not designed to be identical between programs due to different program outcomes and different learning objectives based on the particular track. Lander would be willing to add courses in the future as coursework from other programs is evaluated and determined to be acceptable for substitution.

Commissioner Munns' Questions and CHE/Institutional Responses: Tri-County Technical College, A.A.S., Computer Numerical Control (CNC) Programming and Operations Program Proposal

Summer semester. Will students have the financial resources and availability of scholarships to participate in and complete the summer session?

SCBTCE and institution response:

The curriculum display chart, which includes summer courses, serves only as a "model" for students to follow. Typically, our students do not attend classes in a linear pattern, and they often opt out of summer classes to work and save for the fall/spring semesters. SC Lottery Tuition Assistance and existing restricted scholarships for CNC students will be available for Summer classes. In short, financial aid opportunities for the proposed CNC program will be the same as the existing MTT program since it will be replaced.

Commissioner Munns' Questions and CHE/Institutional Responses: Trident Technical College, A.A.S., Homeland Security Management Program Proposal

Summer semester. Will students have the financial resources and availability of scholarships to participate in and complete the summer session?

SCBTCE and institution response:

The curriculum display chart, which includes summer courses, serves only as a "model" for students to follow. Typically, our students do not attend classes in a linear pattern, and they often opt out of summer classes to work and save for the fall/spring semesters. Federal Financial Aid: Trident normally awards financial aid for just Fall and Spring, so students who will need to take courses in summer will be advised to save from their Fall and Spring awards to help with Summer. If desired, the college will set up the award so that it is divided into thirds for Fall, Spring and Summer.

Commissioner Munns' Questions and CHE/Institutional Responses: University of South Carolina Columbia, M.S.N., Clinical Nurse Leader Program Proposal

Collaboration. Landers proposal states that collaboration and MOU's would be useful and productive, BUT this proposal does not discuss Lander and only says that the school anticipates collaboration with Aiken. Would USC Upstate agree to a program approval restriction saying that approval is contingent on MOU's detailing collaboration around the Upstate and Midland SC schools?

Staff response: provided for Lander, MSN Clinical Nurse Leader.

Institute response: Prior to the ACAP meeting on 3/21/13 it was recommended by the CHE staff that Lander and USC Upstate consider collaboration. We engaged in a conference call to explore possibilities. Discussion regarding developing an MOU and seeking other ways to share information resulted. This verbiage was added to each proposal prior to the presentation at ACAP. However, at the ACAP meeting each program was approved independently of each other based on the fact that other programs across the state have been approved with no stipulations regarding collaboration and there are documented shortages of advanced practice nurses in South Carolina and more graduate programs are needed. USC Upstate removed the language regarding collaboration and MOU with the understanding this was no longer a requirement. No other discussion with Lander has taken place, before or since this conference call, yet it appears they left the language regarding collaboration in their proposal.

The collaboration with USC Aiken has been evolving for over a year through discussions between the deans of both schools and faculty review of the program proposal through several revisions. Faculty at USC Aiken are currently working on two courses and plan to teach them in the first semester of the program. The courses will be USC Upstate's and USC Aiken faculty will be teaching them as part of their workload. USC Aiken was chosen for partnership as a sister school in the USC system with ease of system wide support, resources and technology.

We suggest that a program approval restriction contingent upon MOUs detailing collaboration around the Upstate and Midland SC schools is not needed. Nursing is very different from the liberal arts and while the end result in a master's program is advanced expertise, each program is extremely unique in that it evolves from the philosophy and vision of the school and collective faculty expertise. The critical shortages that both our programs seek to address are most effectively dealt with by allowing each program to operate independently, while we seek ways to capitalize on our respective resources.

I would appreciate the opportunity to address the CAAL member's concerns directly at the meeting on Thursday. Thank you for your support in this endeavor.

Transfer of courses. Will the program courses and the degree program be reflected in SCTRAC so that students can easily substitute courses and transfer programs? Would USC Upstate agree to this language as a precondition of approval?

Commissioner Munns' Questions and CHE/Institutional Responses: Amendment to license for Miller-Motte in Conway, SC

I am bothered by the impact of a tuition of almost \$27,000 when I note that Horry-Georgetown tuition is \$3,400 and they are only 5 miles away. How will Miller-Mote find 24 students that will pay nearly 8 times the cost of Horry? What will happen to students if fewer enroll?

<u>Institution response:</u>

- A. MMTC has been filling a need in the community for career-focused education. Our enrollment has been increasing since opening in April of 2010. We have decided to move forward with this program based upon feedback we have received primarily from our community partners. Our data collection includes national Bureau of Labor Statistics employment data and local data from employer partners and community professionals, including the Myrtle Beach Area Chamber of Commerce, the Myrtle Beach Hospitality Association and Myrtle Beach Economic Development Corporation all justifying a need for the program in the area. In addition, we formed an Advisory Board composed of ten professionals from the hospitality industry, who met formally in October 2012 and informally again in March 2013 to provide ideas, insight, and trends so we can best meet the needs of our community. Further, Delta Education utilizes Gray & Associates, a consulting firm, to gather statistics on a local and national level to provide new program ideas and analyze feasibility. The Hospitality Management program was one of eight potential programs we vetted through our year-long market research process and the positive response we received was overwhelming. In conclusion, the research proves there are over 200 jobs that fit the curriculum for the Business Administration- Hospitality Management program in our area. Potential students choose Miller-Motte Technical College because they are interested in career training that transfers into job placement and a small atmosphere in which to accomplish this. Offering the Hospitality Management program adequately fulfills this need for our potential student.
- B. Miller-Motte Technical College has and will continue to provide a quality product that sets our students apart from competitors in the community. Our Director of Admissions has spoken to a number of potential candidates should approval be granted for the program. We anticipate, as has happened with our other programs, to cap enrollment. However, if fewer students were to enroll, we would fulfill our promise to our enrolled students and matriculate them through the program successfully. Our commitment is to our student, employers and the community that surrounds us. To date, we have over 200 graduates successfully working in their chosen career field in the Myrtle Beach/Horry County area.

Please describe the nature of the externship agreements.

A. Externship agreements are executed with employer partners to "lock in" sites that will provide students with an unpaid, 160-hour hands-on opportunity. These agreements are there to ensure students are receiving a quality experience while also ensuring the site that the student will be insured while working in their facility. The purpose of these agreements is "jointly providing a practical learning experience for the students from the program" and to clearly define each party's expectations (site and school). To date, we have executed eleven externship agreements; The Caravelle Resort, Burroughs & Chapin, Springmaid Beach Resort, SPM Resorts, Myrtle Beach Area Chamber of Commerce, Brittain Resorts, Myrtle Beach Pelicans, Sonic Drive-Ins, Hampton Inn & Suites Oceanfront, YMCA of Coastal

Carolina, and the Myrtle Beach Area Hospitality Association have all signed externship agreements with us. Additionally, since submitting the program for consideration in January, we have approximately eight other agreements in the works and expect to secure more as time progresses and the program begins.

Please offer to Horry Georgetown and the SC state technical system the opportunity to comment on implications to their programs and students from this proposal. (Response from staff)

Prior to the CAAL meeting, the proposals for nonpublic and public institutions are distributed to the members of the Advisory Committee on Academic Programs (ACAP) including the technical colleges through the SC State Board for Technical and Comprehensive Education.

Commissioner Munns' Questions and CHE/Institutional Responses: Amendment to license for Centura College

Please discuss the rational for program start a year before accreditation. Shouldn't accreditation come first?

Staff response:

The process to achieve specialized accreditation typically involves a program self-study submitted by the institution and an on-site visit of the program by the accrediting team. A program must be in existence in order to be reviewed and some agencies require that a class have graduated from the program. Also, an institution must submit as part of its accreditation application evidence of authority to offer the program; in this case, Centura must submit with its self-study evidence of licensure of the program by the Commission. As is stated in the CAAHEP Standards and Guidelines, any student who completes a program that was accredited by CAAHEP at any time during his/her matriculation is deemed by CAAHEP to be a graduate of a CAAHEP-accredited program.

Please discuss the probability of enrolling 50 students at a tuition of \$31,000 when midlands tech would charge \$3,680. Why would a family pay nearly 10 times the cost for midlands tech, and what will be the consequence to enrolled students if many fewer than 50 enroll?

<u>Institution response:</u>

The Midlands Technical College 39-credit hour Medical Assistant program is a certificate program—not a degree program. Assuming that an in-state student would pay the tuition rate of \$149 per credit, this certificate program at Midlands would be \$149 x 39 = \$5,811.

Students at private colleges do not receive state funding, and thus, our tuition rate should be more appropriately compared to the tuition rate for out-of-state students. The out-of-state tuition rate at Midlands is \$447, a total of \$17,433 tuition for its MA certificate program.

Below are tuition rates for several medical assisting programs within the Columbia region.

- * Midland Tech out-of-state tuition: \$447 per credit
- * Centura College tuition rate: \$525 per credit
- * ECPI tuition rate: \$527 per credit
- * Virginia College tuition rate: \$734 per credit

The second part of the question has to do with the value proposition of a degree program vs. a certification program (a 39-credit program vs. a 60-credit program). We believe in the value of a strong certificate program, as we currently have several shorter certificate programs at our Columbia and Charleston campuses. However, a degree program more fully prepares the student for professional employment and advancement because a degree program includes many additional features that a certificate program cannot include:

- 1. General education courses in writing, speaking, mathematics, critical thinking, and social sciences
 - 2. Computer training and other professional skills
 - 3. Advanced career preparation guidance
- 4. Advanced technical courses which further develop the student's technical skills

Intensive Student Services

It is impossible to discuss value proposition, though, without mentioning the intensive student service and support that we provide our students at Centura College. Students who enroll in career and technical programs are often students who need more support, remedial education (like they find immediately within our Success in College and the Workplace course), student services, financial services, career services, and one-on-one attention. Centura College dedicates itself to providing customized support. A student at Centura College will be assigned:

- * A personal program coordinator to help guide the educational process
- * A student representative who will customize their student orientation process
- * A financial aid officer who sees them individually at their convenience to customize their financial packaging
- * A student services coordinator to help them adapt their own life situations to succeed academically
- * A career advisor who will help them not only prepare interviewing materials and a résumé, but help them communicate with potential employers both while in school and afterwards. The Columbia campus has an 85% overall in-field job placement rate.

Class Sizes

We are committed to small class sizes, and we do not have required minimum numbers of students within our program. It is common for 5-8 students within a cohort to begin a program; they benefit from the small class sizes, collegiality of a small cohort, and individualized instruction from our faculty.

Please ask Centura to provide placement statistics for their existing programs?

<u>Institution response:</u>

Placements	
	012
Medical Assisting	
	5%
Medical Billing and	
Coding	6%
HVAC	
	4%
Network Technology	
	2%

Please offer to Midlands Tech and the SC state technical system the opportunity to comment on implications to their programs and students from this proposal.

Staff response:

Prior to the CAAL meeting, the proposals for nonpublic and public institutions are distributed to the members of the Advisory Committee on Academic Programs (ACAP) including the technical colleges through the SC State Board for Technical and Comprehensive Education.